



The journey of the pea STEM investigations

Suggested Participants - Primary 5/6/7 pupils

All the food we eat comes on a journey to reach us. Find out more about the journey of peas from gate to plate. This pack provides a range of resources linked to bring peas to the classroom covering seasonality, food miles and the journey of food.

What this pack contains:

- All the resources to undertake a journey of peas investigation with your p5/6/7 class.
- Learning Intentions, Success Criteria and Suggested Experiences & Outcomes,
- Learning for Sustainability links
- Lesson plans
- Suggested additional activities

Learning Outcomes

- We are learning to identify where different ingredients come from.
- We are learning to annotate maps and calculate distances.
- We are using sensory descriptors to describe foods.
- We are learning about healthy eating.
- We are learning to handle food safely and hygienically.
- We are learning how to investigate challenges and solve problems.
- We are learning about the life cycles of plants.
- We are learning how science impacts every aspect of our lives.

Success Criteria

- I can give examples of locally produced foods
- I can make links between farmers and the food I eat
- I am beginning to appreciate the tastes, smells and textures of different foods
- I am learning how to grow food
- I can present and explain an annotated map
- I can describe the journey of food from source to plate
- I can give examples of how to have a more healthy diet

Experiences and Outcomes

- **TCH 2-04a** I develop dexterity, creativity and confidence when preparing and cooking food.
- **SOC 2-08a** I can discuss the environmental impact of human activity and suggest ways in which we can live in a more environmentally-responsible way.
- **SOC 2-14a** To extend my mental map and sense of place, I can interpret information from different types of maps and am beginning to locate key features within Scotland, UK, Europe or the wider world.
- **SCN 2-02b** Through carrying out practical activities and investigations, I can show how plants have benefited society.
- **SCN 2-20a** Through research and discussion, I have an appreciation of the contribution that individuals are making to scientific discovery and invention and the impact this has made on society.
- **HWB 2-29a** I enjoy eating a diversity of foods in a range of social situations.
- **HWB 2-30a** By applying my knowledge and understanding of current healthy eating advice, I can contribute to a healthy eating plan.
- **HWB 2-33a** Having learned about cleanliness, hygiene and safety, I can apply these principles to my everyday routines, understanding their importance to health and wellbeing.
- **HWB 2-35a** When preparing and cooking a variety of foods, I am becoming aware of the journeys which foods make from source to consumer, their seasonality, their local availability and their sustainability.

Learning for Sustainability

- **Goal 4** Quality education: achieve literacy and numeracy.
- **Goal 12** Responsible consumption and production: Promote public procurement practices that are sustainable

Developing the Young Workforce

- Entitlement Opportunities to engage in profiling that supports learning and the development of skills for work and future career choices.



The journey of the pea STEM investigations Lesson Plan

Introduction

- Share/discuss the learning intentions and success criteria.
- Use our [How far has your food travelled?](#) resource to look at the journeys of some common everyday foods.
- How close is your school to a Farmer Phil's pea crop in Laurencekirk?
- Who likes peas?
- Does anyone in the class know anything about how they are produced?

There are several parts to this pack :

- Looking for nodules
- Types of peas
- Plant your own peas
- Plant structure
- Find out more about crop rotation
- Peas and the Eatwell Guide
- Pea taste testing

Suggested discussion points

- What types of vegetable crops do we produce in Scotland?
- Where in Scotland do these crops grow?
- What do farmers need to do to look after their crops?
- What type of technology is involved in growing crops?

Learning

- **Health and Wellbeing outcomes:** The ability to identify ways to reduce the risk of food poisoning. The ability to describe the journey of food from source to plate. The ability to prepare and try new foods and understand their role in a healthy diet.
- **Social studies outcomes:** The ability to identify more environmentally responsible ways of food production.
- **Science outcomes:** The ability to carry out practical investigations. The ability to understanding how science impacts on every aspect of our lives

Additional tasks

- You might want to try the 50 pea challenge with your class to see who can eat 50 peas in the quickest time. There are more details on this here - [50 pea challenge](#)

More information

- You can find out more about [vegetable production](#) in Scotland.

Social media

Please tag [therhet.bsky.social \(Bluesky\)](#) or [@TheRoyalHighlandEducationTrust \(Facebook\)](#) in your lesson photos/comments.